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ABSTRACT

The purpose of the Career Education Program in the Paint Valley Local School District (Ohio) was to provide career education experiences for students in the district that would enable them to make valid decisions in relation to career education based upon a sundry of planned vocational experiences provided by the district staff and project coordinator. The project objectives focused on career motivation (K-6); career orientation (grades 7-8); and career exploration (grades 9-10). Inservice was provided for the project staff, and post-evaluation of the inservice activities indicated a positive change in staff attitudes toward career education. Project objectives were evaluated by a pre- posttest design developed by a third-party evaluator. The affective part of the evaluation component communicated a significant change of student attitudes and values (K-10). The students also demonstrated a significant change in content information pertaining to career orientation (K-8), and career information (9-10). Both district staff and participating students were complimentary in regard to the program. (Author/BM)

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ED166392

Career Development Program K-10

Final Report

BEST COPY AVAILABLE

Steven V. Arnold
Principal Investigator
Paint Valley Local
School System
Bainbridge, Ohio

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Paint Valley Local Schools Career Development Program
Paint Valley Local School District

CE 019 251

JAN 02 1979

FINAL REPORT

Title of Program:	Paint Valley Local Schools Career Development Program
Applicant Organization:	Paint Valley Local School District
Initiator: Steven V. Arnold	Mr. Steven V. Arnold Director 1-614-634-3582
Transmitted by: Ronald J. Shoemaker	Mr. Ronald J. Shoemaker Local Superintendent 1-614-634-3582
Duration of Activity:	July 1, 1977 to June 30, 1978
Purpose of Grant:	To continue developing and incorporating within the curriculum, grades K through 10, meaningful experiences provided by classroom instruction and other life-related activities relating to career opportunities.
Use of Funds:	The funds will be used: to provide inservice programs and workshops for teachers to motivate and expand their information on career education; and to supply audio-visual materials, resource materials, and field experiences for students to motivate their interest in the selection of a career.
Total State Funds Requested:	$25,700

Abstract

THE PROBLEM

The purpose of the Career Education Program in the Paint Valley Local School District was to provide career education experiences for students in the district, that would enable them to make valid decisions in relation to career education based upon a sundry of planned vocational experiences provided by the district staff and project coordinator.

STATEMENT of OBJECTIVES

A. Motivation
   (1) To provide classroom experiences and environmental activities that will enhance career awareness.
   (2) To assist each student in developing a positive self-image and the motivation and appreciation to succeed in the working world by more effectively responding to each student's interests, abilities, and attitudes.

B. Orientation
   (1) To provide our students with in-depth exposure to the 15 occupational clusters and the career possibilities within each through a systematic approach involving field and classroom experiences.
   (2) To develop student self-awareness of their potential skills, interests, and abilities and how these qualities relate to self and occupational possibilities.

C. Exploration
   (1) To provide each student with in-depth exposure to the world of work and the expansion of student knowledge within each area through a systematic approach involving field and classroom experiences.
   (2) To develop student self-awareness of their potential skills, interests, and abilities and how these qualities relate to self and occupational possibilities and responsibilities.

DESCRIPTION of ACTIVITIES

The activities of the project were centered around the project objectives. In-service was provided for the project staff and many career experiences were provided for the district students.

TECHNIQUES of EVALUATION of OBJECTIVES

The project objectives were evaluated by a pre-post test design developed by the third party evaluator for the project.

CONTRIBUTION to EDUCATION

Based upon the evaluation results by the third party evaluator and the district staff, there was a significant change in the amount of career information ascertained by the Paint Valley students.

NARRATIVE REPORT PLAN

Statement of Needs

Career education is becoming a viable and intergral part of the curriculum within the Paint Valley Local School District. We need to continue, to more adequately relate our curriculum to the "real" world, as well as continue the development of this life-related program which is boosting our curriculum to a higher relevancy and practicality and providing a solid foundation from which our students develop insight about themselves, their interest, abilities, attitudes, and goals for the future.

Program Objectives

a. Motivation

(1) To provide classroom experiences and environmental activities that will enhance career awareness.

(2) To assist each student in developing a positive self-image and the motivation and appreciation to succeed in the working world by more effectively responding to each student's interests, abilities and attitudes.

(3) To provide inservice experiences in "Career Development" for the Paint Valley Local District Staff.

b. Orientation

(1) To provide our students with in-depth exposure to the 15 occupational clusters and the career possibilities within each through a systematic approach involving field and classroom experiences.

(2) To develop student self-awareness of their potential skills, interests, and abilities and how these qualities relate to self and occupational possibilities.

(3) To provide inservice training to enable teachers to integrate the program into the curricular experiences that are encompassed in Objectives 1 and 2.

c. Exploration

(1) To provide each student with indepth exposure to the world of work and the expansion of student knowledge within each area through a systematic approach involving field and classroom experiences.

(2) To develop student self-awareness of their potential skills, interests, and abilities and how these qualities relate to self and occupational possibilities and responsibilities.

(3) To provide inservice training to enable teachers to integrate the program into the curricular experiences that are encompassed in Objectives 1 and 2.

Description of Activities

Description of In-service

(1) A needs assessment was taken at the beginning of the program. It consisted of a pre-evaluation checklist developed by Dr. Larry Meredith. Also a much closer personal contact with teachers was maintained.

(2) The basic idea behind all of our inservice meetings was to re-direct and reshape teachers thoughts and attitudes toward the Career Program. It was also believed that in order to affect the necessary changes that curriculum revision would be the most effective way.

A general inservice was held initially for all teachers to familiarize them with existing materials and proceoures. Building principals were used to conduct the inservice. A special meeting was held for all teachers new to the district in the past two years to give them a more indepth look at the programs objectives.

It had been determined early on that in order for permanent positive change to occur it would have to come through curriculum development. It was with this thought in mind that our inservice meetings were conducted. After conferring with numerous people it was determined that a target group be selected. The K-6 area was then selected as the target group. Once a format was established outside consultants were brought in but the primary thrust came from key people within our system who had demonstrated a working knowledge of curriculum development. Both group and individual sessions were utilized. There were five group inservice meetings held with each K-6 teacher participating in at least two individual sessions. All of these dealt with curriculum development.

Two other inservice meetings were held, both for the entire staff; Newspapers in the Classroom presented by the Columbus Dispatch and Motivation and Relevance in the Classroom presented by the Educational Achievement Corporation.

Describing Program Coordination

(1) Coordination of the program was carried out by the director and two unpaid co-ordinators with the aid of the principals. The co-ordinators, both counselors, were responsible for much of the in class career guidance while the principals played more of a supportive role. Coordination of all three components of the program were basicly the same, however, the motivation component appeared most effective. This was directly attributable to the increased amount of effort and emphasis placed on this component.

(2) The assistance provided by school personnel was certainly a positive force in working toward program objectives. The greatest assistance was provided by the counselors, their willingness to work with materials in the classrooms and their close working relationship with the teaching staff was instrumental in carrying out objectives. The role of the principal as a facilitator needs to be further developed. Any problems encountered with assistance is directly attributable to a lack of a clear understanding of the role to be filled. As a whole all those connected with the program were cooperative and agreeable with the program but a definite need exists to more actively involve these people in program planning and implementation.

Describing Classroom Activities

(1) Numerous activities were carried over from last year. In addition four new activities were developed that are worth special mention.

The 6th grade class at Bainbridge Elementary, taught by Mr Charles Anderson, formed an Investment Co. Class projects were used to raise money for the purchase of stocks. Election of officers was held and job assignements were made. Regular meetings were held to discuss earnings and market options. Everything was developed out of a need to make fractions more relevant to students.

The 6th grade class at Twin Elementary, taught by Mrs. Jenny Welch, developed and produced their own TV show. This activity was used to culminate a unit on careers in radio and television. Students were also treated to a behind the scenes view of a radio and TV station compliments of WOUB.

The first grade students at Twin Elementary took an indepth look at what goes on in a bakery. Assembly lines were used in the production of cookies with all students sharing the duties.

(2) % of students involved in classroom activities:

K - 6	7 - 8	
26	17	% involved in 50 or more
21	33	% involved in 40 or more
21	50	% involved in 30 or more
31	0	% involved in less than 30

(3) % of students involved in planned career education experiences:

K - 6	7 - 8	
42	33	% involved in 5 or more
26	17	% involved in 3 or more
31	33	% involved in 2 or more
0	17	% not having any field experiences

Implementation of Career Exploration Activities

(1) Initially students are surveyed as to their top 3 vocational choices. After this it is up to the student to request an exploration. Once confirmation is received, parent permission slips must be signed and returned at which time a sponsoring teacher is assigned to the student. Immediately folloiwng the exploration the student will complete a job analysis form and time is provided in the sponsoring teachers class for the student to share the experience with his or her classmates. The final step is a written thank you note to the sponsor.

(2) Plans were formulated to involve the business community to a much greater extent than in the past. This was to be accomplished through the Kiwanis Club. Meetings were held involving the Vocational Guidance Committee as well as the general membership in order to better inform them and solicit their involvement in the career program. Plans were formulated to develop a community of the goals of the program and also to identify those people who would be willing to participate in some manner in the program.

We also undertook planning this year to involve our 8th grade students in a one day shadowing experience with their parents.

Any attempts at working with the Joint Vocational School were anything but successful.

(3) Anderson's Sohio
Highlander Ford
Wear-Ever Aluminum Corp.
The Chillicothe Gazette
Osborne Studios
Shoemaker Farms
Homer Fry Construction
Paint Valley Schools
Mt. Logan Veterinary Clinic
Chillicothe Animal Hospital
J. C. Penny Co.
Big Bear Supermarkets
Ross County Health Department
Chillicothe Telephone Co.
Richenbacker AFB
Wright-Patterson AFB
The Learning Tree
Leroy Chaney Contracting
Watkins Body Shop
Marilyn's Pre School
First Presbyterian Church
Chillicothe Medical Center
Veterans Administration
Hirn & Knisley Logging
Dennis Walsh Painting
Mead Company
Ken Moody & Sons Trucking Co.

(4) % of students involved in exploration

9th		10th	
0	2 each	5	3 each
30	1 each	20	2 each
70	0	100	1 each

(5) Career guidance activities in the 9th and 10th grades included individual explorations of different career through resources in the guidance office and library. The identifying and exploring of the various careers was the culmination of our work with the GATB. Shadowing experiences for our 9th and 10th grade students was also processed through the guidance office. The high school counselor was also instrumental in identifying community resource people to aid in our "hands on" experiences. Primary testing emphasis was centered around the GATB and its interpretation. Testing and interpretation extended over a 3-hour period for each sophomore. Some small group guidance activities were utilized with such techniques as role playing, discussion, and decision making.

Implementation of Career Orientation Component

(1) The basic plan called for an infusion of any of the orientation series materials into existing curriculum. The entire plan centered around an inservice which was to give teachers a chance to familiarize themselves with the materials. Teachers were also provided time in which to work on developing lessons incorporating the new materials. Due to the number of classes it was necessary to implement some of the series into the 9th and 10th grades.

(2) Career guidance activities in the 7th and 8th grades consisted of administering the Ohio Career Development Survey and the California Test of Personality in the 8th grade. The 8th grade students also completed the USOE Occupational Cluster Books.

Group guidance activities were utilized in all 7th and 8th grade classrooms. Guidance activities files were a part of each classroom and the teachers was the initiator of these activities; they consisted of finding ones interest areas, recognizing individual differences and various other group activities aimed at getting along with others. A values clarification series was also utilized. This series included units on relationships, possessions, places, roles, expectations, money, leisure, careers and personal health.

Field trips and visitations were used to aid students in visualizing and experiencing the world of work. Such first hand experiences were instrumental in helping students gain insight into interest areas.

Follow-up on the use of the USOE Cluster Books resulted in the counselor working with students on the use of the DOT and the Occupational Outlook Handbook. Students then used these sources for exploration reports.

Community resources also visited classrooms and provided a variety of information as well as personal insight into various jobs and careers.

Results of Curriculum Development

Some planning and implementation was undertaken this year for curriculum development. The K-6 grade levels were identified as our starting point. Preparation and training was undertaken to acquaint teachers with curriculum development and lesson plan building. All teachers were provided released time for this purpose.

Major emphasis was placed on getting existing curriculum and ideas on paper before attempting to develop new ideas.

Evaluation Findings and Recommendations

The post evaluation of the in-service activities of the Paint Valley Career Evaluation Program demonstrates that there has been a definite change in the attitudes of the staff as it relates to their perceptions of the program. The judgements and opinions of the staff are in Appendix A. The inservice activities conducted during the 1977-1978 school year were a direct result of the demonstrated needs of the district staff on the Pretest using this instrument included in Appendix A.

There was a significant difference in the amount of Career information ascertained by the Paint Valley students in the cognitive and affective areas based upon the third party evaluation enclosed in Appendix B. For the first time in the three-year history of the project, all components demonstrated a significant gain in mean test scores.

In-service Evaluation Findings

Percentage Table

	Yes	No	Don't Know
1. Was the meeting conducted in an organized manner?	99	0	1
2. Was the in-service topic covered adequately?	92	2	6
3. Was the consultant and his/her presentation style appropriate for this presentation?	99	0	1
4. Were the facilities appropriate for this type of in-service?	97	0	3
5. Was this in-service beneficial to you in terms of helping you understand and further implement career education into your classroom?	77	8	15
6. Was there adequate time for interaction by you with other group members	63	26	11

APPENDICES

APPENDIX A

IN-SERVICE EVALUATION

PAINT VALLEY CAREER EDUCATION CHECKLIST

A Pre-evaluation of Project Objectives

Composite PRE & POST October 19,1977
MAY 22,1978

Please check the appropriate area:

Administrators	4
Teachers	33
Counselors	2
Other _____	

N/A (NOT COUNTED IN TALLY)

Please rank each of the following project objectives on a scale of (1 to 5) based upon your feelings and perceptions of the program at the present time and help us identify the areas of greatest need.

1. Very much so
2. Quite a bit
3. Somewhat
4. Not very much
5. Not at all

I. INSERVICE TRAINING

	PRE, POST	PRE, POST	PRE, POST	PRE, POST	PRE POST
	VERY MUCH SO	QUITE A BIT	SOME-WHAT	NOT VERY MUCH	NOT AT ALL
	(POSITIVE) (NEGATIVE)				
1. Teachers in general have a positive attitude toward the career development program.	1 2	8 13	12 16	15 8	3 0
NEGATIVE (POSITIVE)					
2. There is a definite need for improvement of the project's image with the district staff.	13 4	13 7	13 14	2 9	6 1
(POSITIVE) (NEGATIVE)					
3. Inservice training for the district staff has been adequate.	2 6	3 13	8 14	23 2	3 0
(NEGATIVE) (POSITIVE)					
4. There is a need for additional in-service training for the district staff in the area of Career Development education.	10 4	23 7	5 10	2 15	0 2
(POSITIVE) (NEGATIVE)					
5. Career awareness activities relate to the things I teach in the classroom.	13 14	13 10	12 11	5 2	1 0
(NEGATIVE) (POSITIVE)					
6. Additional help is needed in correlating career awareness activities into my classroom activities.	5 1	13 5	7 13	11 12	6 2
(NEGATIVE) (POSITIVE)					
7. The inservice activities have been systematic rather than haphazard.	2 12	4 8	16 11	11 4	7 1
(NEGATIVE) (POSITIVE)					
8. There is a need to reorganize the direction of project inservice activities.	9 1	16 1	12 16	3 15	3 3
(POSITIVE) (NEGATIVE)					
9. The classroom experiences which have been provided to children have enhanced their career awareness.	2 9	12 18	16 10	7 2	3 0

		VERY MUCH SO		QUITE A BIT		SOME-WHAT		NOT VERY MUCH		NOT AT ALL	
I.	INSERVICE TRAINING (Cont.)										
		(NEGATIVE)	(POSITIVE)								
10.	There is a definite need to provide additional classroom experiences for the students of our district.	11	4	18	15	12	14	4	4	0	0
II.	STUDENT DIRECTED OBJECTIVES										
		(NEGATIVE)	(POSITIVE)								
1.	The self images of the children enrolled in this program have been enhanced because of participation in this program.	2	4	5	10	18	16	5	8	3	0
		(POSITIVE)	(POSITIVE)								
2.	Additional stress should be placed on the self-image of the district's students.	7	8	20	15	13	12	0	0	1	0
		(NEGATIVE)	(POSITIVE)								
3.	Career awareness work and activities have for the most part been commensurate with the children's abilities.	3	8	11	13	14	14	8	0	2	0
		(NEGATIVE)	(POSITIVE)								
4.	The students have been unable to successfully complete the career awareness activities.	2	1	5	4	13	10	9	6	6	14
		(NEGATIVE)	(POSITIVE)								
5.	Students have been provided with a good overall exposure to the world of work in our community.	1	5	10	5	11	19	14	7	4	0
		(NEGATIVE)	(POSITIVE)								
6.	Additional stress needs to be placed on the community world of work resources.	12	4	19	14	6	16	2	4	0	0
		(NEGATIVE)	(POSITIVE)								
7.	Students are able to recognize how their abilities relate to their job opportunities.	2	2	5	6	15	17	16	8	1	1
		(NEGATIVE)	(POSITIVE)								
8.	The students need additional help in identifying their job related abilities.	9	1	20	13	9	19	2	4	0	0
		(POSITIVE)	(POSITIVE)								
9.	Students in general have a positive attitude toward the program.	2	7	9	19	16	7	8	5	2	0
		(NEGATIVE)	(POSITIVE)								
10.	The students need greater insight as it relates to the purpose of the Career Education program.	14	3	15	7	7	19	2	5	0	0
III.	FIELD TRIPS										
		(NEGATIVE)	(POSITIVE)								
1.	Field trips have been well-planned.	5	19	6	13	14	2	6	0	7	0
		(NEGATIVE)	(POSITIVE)								
2.	Additional planning is needed in order for field trips to be more meaningful.	10	1	13	4	8	9	4	14	4	5
		(NEUTRAL)									
3.	I have participated in field trips.	8	19	7	4	8	7	3	1	11	5
		(NEUTRAL)									
4.	I want to be more involved in field trip planning.	8	4	11	5	11	13	3	7	5	6
		(NEUTRAL)									
5.	Guest speakers have been utilized in the project to enhance career education evaluation.	4	6	2	8	10	11	10	2	13	4
		(NEUTRAL)									
6.	There is a need for a formulated list of available career education speakers.	24	4	10	8	3	8	1	10	1	4

III. Field Trips (Cont.)

	VERY MUCH SO		QUITE A BIT		SOME-WHAT		NOT VERY MUCH		NOT AT ALL	
	(NEGATIVE)	(POSITIVE)								
7. Speakers have been very beneficial.	5	4	7	12	5	10	9	2	7	2
	(NEGATIVE)	(POSITIVE)								
8. Better selection is needed for career education speakers.	12	2	6	3	12	8	2	15	2	3

IV. PROJECT MATERIALS (NEUTRAL QUESTIONS)

(NEGATIVE) (POSITIVE)										
1. Materials and activities provided by this project have held the student's interest.	3	8	12	16	14	8	6	1	2	0
(NEGATIVE) (POSITIVE)										
2. There is a need for additional career education materials.	15	7	15	5	5	12	3	8	0	0
(NEGATIVE) (POSITIVE)										
3. Adequate professional materials are available.	0	3	6	9	14	15	14	2	4	0
(NEGATIVE) (POSITIVE)										
4. There is a need for additional professional materials about career education for the district staff.	17	5	11	7	8	9	2	12	0	5

V. DISSEMINATION (NEUTRAL QUESTIONS)

(NEGATIVE) (POSITIVE)										
1. The local organizations are aware of the career awareness program.	0	2	2	5	21	17	13	7	4	0
(NEGATIVE) (POSITIVE)										
2. There is a need for additional dissemination to local organizations in the district.	12	11	18	11	6	16	1	1	1	0
(NEGATIVE) (POSITIVE)										
3. Career advisory council meeting have been conducted.	1	2	0	3	8	12	7	4	12	1
(NEGATIVE) (POSITIVE)										
4. There is a need for career advisory council meetings.	9	2	13	9	10	14	0	4	3	0
(NEGATIVE) (POSITIVE)										
5. The program has been discussed in the area paper.	4	2	3	3	18	14	7	6	4	2
(NEGATIVE) (POSITIVE)										
6. The program needs greater media coverage.	9	6	13	5	11	14	5	9	2	0
(NEGATIVE) (POSITIVE)										
7. There is a career education newsletter.	3	4	1	3	5	8	5	3	16	2
(NEGATIVE) (POSITIVE)										
8. There is a need for a career education newsletter.	10	7	11	6	10	6	1	4	3	2
(NEGATIVE) (POSITIVE)										
9. Parents are aware of the career education project.	3	7	6	6	15	6	9	7	2	1
(NEGATIVE) (POSITIVE)										
10. Parents should be more involved.	15	2	11	5	8	17	3	4	1	0

VI. COMMENTS

(NEGATIVE) (POSITIVE)										
1. Generally speaking, the program has been worthwhile.	3	12	16	12	22	9	6	2	2	0
(NEGATIVE) (POSITIVE)										
2. With additional stress of the project objectives the program can be worthwhile.	10	11	16	11	13	8	3	2	0	0
(NEGATIVE) (POSITIVE)										
3. I would like to see the program continue in future years.	15	19	11	6	12	8	8	2	2	1

Developed by: Larry F. Meredith, Ph.D.
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APPENDIX B

THIRD PARTY EVALUATION

THIRD PARTY EVALUATION
OF THE
CAREER MOTIVATION PROGRAM
(K-6)
PAINT VALLEY LOCAL SCHOOLS

Steven Arnold
Coordinator ot Program

Ron Shoemaker
Local Superintendent

Larry F. Meredith, Ph.D.
Program Evaluator

June, 1978

ACKNOWLEDGEMENTS

The project staff and the program evaluator would like to thank the following people for their help:

The teachers, administrators, board of education, and project coordinator of Paint Valley Local School District. These individuals so willingly worked with the evaluator in the collection of project information.

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INTRODUCTION

The Vocational Education Amendments of 1968 made funds available to State Agencies to develop innovative programs related to vocational and technical education. A significant part of these funds have been focused on the development of models for Career Education.

The State of Ohio, through the Division of Vocational Education, applied funds, under the Vocational Education Act of 1968, to develop K-10 Career Education models in Ohio. This pilot effort has been expanded with the investment of state funds until it now includes about ten per cent of the student clientele.

The total concept of Career Education for grades K-10 in Ohio was designed to bring about change:

a. in the existing educational system
b. with existing teachers
c. through curriculum-centered guidance
d. through an experience-centered program

by providing funds:

1. for inservice training
2. for curriculum changes to meet standards requiring a time investment
3. for services and materials that teachers need

The (K-6) Career Motivation component is designed to provide a sequence of career related activities as an integral part of the existing classroom instruction. Since the Paint Valley Local School System has been involved in the Career Motivation Component for three years , , they are beginning to integrate the program's objectives in their existing curriculum. The Career Motivation component emphasizes the developmental nature of student's awareness of the roles of work in their own life, that of their family, and the

community which surrounds them. The program seeks to blend the many existing career related activities provided by elementary teachers into a developmental sequence which will promote greater awareness in each student of the knowledge, skills, interests, and attitudes which influence the choice of a career.

SPECIFIC OBJECTIVES OF PROGRAM

OBJECTIVE I

To provide classroom experiences and environmental activities that will enhance career awareness.

OBJECTIVE II

To assist each student in developing a positive self-image and the motivation and appreciation to succeed in the working world by more effectively responding to each student's interests, abilities, and attitudes.

OBJECTIVE III

To provide experiences in "Career Development" for the Paint Valley Local District Staff that will facilitate attainment of project objectives.

DESCRIPTION OF PROGRAM PARTICIPANTS

The participants in this program live in a rural type community. The district is geographically located about twenty miles from Chillicothe, Ohio. Chillicothe, Ohio, would be considered to be a small industrial type city. The village of Bainbridge is a part of the district.

A total of approximately 700 students are enrolled in grades (K-6) in the Paint Valley Local School System.

CHAPTER II
EVALUATION DESIGN

The evaluation consisted of two phases. One phase consisted of a Product Evaluation that attempted to determine if the students of Paint Valley Local School System, had ascertained a statistically significant amount of career information in the cognitive and affective areas during the 1977-1978 school year.

The narrative evaluation consisted of an evaluation of the district's inservice needs that was based upon a needs survey conducted in October of 1977. These findings were treated in the Narrative Evaluation Plan.

LIMITATIONS OF THE EVALUATION

The evaluation is limited and restrictive in the following ways:

1. The instrument utilized in the study could not validly and reliably measure all components of the career motivation program.
2. The affective area is suspect due to the concept that if a student has a good self-picture; he may not change and it is hoped that he doesn't.

PRODUCT EVALUATION FORMAT

Sample Selection for Third Grade. A random group of sixty third graders were selected from the total Paint Valley Local Schools population. They were given the Ohio Vocational Development Survey, Part I, in October, 1977, as a pretest, and in May, 1978, as a posttest. This instrument was used for the cognitive evaluation. The California Test of Personality Form AA was used to evaluate the change in the affective areas. This instrument was given as a pretest in October, 1977, and in May, 1978, as a posttest.

Sample Selection for Sixth Grade. A random group of sixty sixth graders were selected from the total Paint Valley Local Schools population. They were given the Ohio Vocational Development Survey, Part I, in October, 1977, as a pretest, and in May, 1978, as a posttest. This instrument was used for the cognitive evaluation. The California Test of Personality Form AA was used to evaluate the change in the affective areas. This instrument was given as a pretest in October, 1977, and in May, 1978, as a posttest.

INSTRUMENTS UTILIZED

The Ohio Career Development Inventory, Part I, Grade 3, was used to measure the cognitive learning experiences that could be measured for the Career Motivation group.

The Ohio Career Development Inventory, Part I, Grade 6, was used to measure the cognitive learning experiences that could be measured for the Career Motivation group.

The California Test of Personality, Form AA, was used to measure the affective learning experiences that could be measured for each group in the evaluation. Copies of these instruments are available upon request.

Validity and Reliability of Instruments. The California Test of Personality, Form AA, is an inventory that measures feelings, convictions, and modes of behavior. Its validity and reliability are based upon the student's willingness to communicate a true picture of himself. The Ohio Development Survey was adapted to fit the needs of the program evaluator and to the extent that it measures the specific objectives of the project its validity and reliability are established. The error of measurement that might be encountered was the same for each group.

STATISTICAL DESIGN

A T-test was utilized to measure significant differences in the pretest-posttest design. The .05 level of significance was established before the evaluation began. The computer program, SPSS, was used to treat the data at Ohio University Computer Center, Athens, Ohio.[1]

The T-test is appropriately used to treat a pretest-posttest design. It has the ability to statistically show the amount of learning that has occurred in the form of difference in mean scores. The greater the difference in groups, the larger the T-score would be.

A T-score of 1.685 would be necessary for the findings to be significant at the .05 level.[2]

---

[1]Program SPSS. For OS/360,Version H. Release 7.0, March 1977.

[2]Glass, G.V. and Stanley, J.C. Statistical Methods in Education and Psychology. 1970 Prentice Hall.

CHAPTER III
FINDINGS

Figure I on page 8 gives a visual presentation of the findings for grade three. The raw scores for the Ohio Vocational Development Survey, Part I, Grade 3, are included in Appendix A so the data can be replicated and utilized for additional research. The raw scores for the California Test of Personality, Form AA, are located in Appendix B so the data can be replicated and utilized for additional research.

Figure II on page 9 gives a visual presentation of the findings for grade six. The raw scores for the Ohio Vocational Development Survey, Part I, Grade 6, are included in Appendix C so the data can be replicated and utilized for additional research. The raw scores for the California Test of Personality, Form AA, are located in Appendix D so the data can be replicated and utilized for additional research.

CHAPTER IV
DISCUSSION OF FINDINGS

On the basis of the 5.30 "T-score" on the Ohio Vocational Survey, Part I, Grade 3, there was a significant difference in the amount of career motivation information obtained during the 1977-1978 school year, as measured by the instrument utilized. A pretest mean score of 14.383 was obtained in October, 1977, and a posttest score of 16.033 was ascertained in May, 1978.

On the basis of the 2.83 "T-score" on the California Test

of Personality, Form AA, for grade three there was a significant difference in the self-picture of the participants. A pretest mean score of 67.433 was obtained in October, 1977, and a posttest score of 71.833 was ascertained in May, 1978.

On the basis of the 4.57 "T-score" on the Ohio Vocational Survey, Part I, Grade 6, there was a significant difference in the amount of career motivation information obtained by the participants, a pretest mean score of 15.933 was obtained in October 1977, and a posttest score of 17.633 was ascertained in May, 1978.

On the basis of the 4.52 "T-score" on the California Test of Personality, Form AA, for grade six there was a significant difference in the self-picture of the participants. A pretest mean score of 96.033 was obtained in October, 1977, and a posttest score of 103.183 was ascertained in May, 1978.

FIGURE I

SUMMARY OF FINDINGS

FOR

GRADE THREE

School	Instrument	df	Class Mean	Significance Level Required at .05 Level	T-test	Signi-ficant	Non-Signi-ficant
Paint Valley (pretest)	Ohio Vocational Interest Survey Part I	59	14.383	1.685	5.30	X	
Paint Valley (posttest)	Ohio Vocational Interest Survey Part I		16.033				
Paint Valley (pretest)	California Test of Personality Form AA	59	67.433	1.685	2.83	X	
Paint Valley (posttest)	California Test of Personality Form AA		71.833				

*Score: Glass, G.V. and Stanley, J. C., Statistical Methods in Education and Psychology. 1970 Prentice Hall.

FIGURE II

SUMMARY OF FINDINGS

FOR

GRADE SIX

School	Instrument	df	Class Mean	Significance Level Required at .05 Level	T-test	Signi-ficant	Non-Signi-ficant
Paint Valley (pretest)	Ohio Vocational Interest Survey Part I	59	15.933	1.685	4.57	X	
Paint Valley (posttest)	Ohio Vocational Interest Survey Part I		17.633				
Paint Valley (pretest)	California Test of Personality Form AA	59	96.033	1.685	4.52	X	
Paint Valley (posttest)	California Test of Personality Form AA		103.183				

*Score: Glass, G.V. and Stanley, J. C., Statistical Methods in Education and Psychology. 1970 Prentice Hall.

CHAPTER V
CONCLUSIONS

The program has been very successful in meeting the project goals and objectives and this should be communicated to all of the constituents of the district. The district staff was complimentary in regards to the program. The students seemed to be enjoying the program tremendously. The affective part of the evaluation component communicated a significant change of student attitudes and values in grades three and six. The student also demonstrated a significant change in content information pertaining to career orientation as measured by the Ohio Vocational Development Inventory, Part I, for grade three and six.

CHAPTER VI
RECOMMENDATIONS

1). That the evaluation results be distributed to local district's staff, the constituents of the district, and the State Department of Education.

2). That dialogue be established with the Pickaway-Ross Vocational School and explore the possibilities of expanding the Career Education program into all of the Ross County schools.

APPENDICES

APPENDIX A

(Raw Scores)

OHIO VOCATIONAL SURVEY

Grade Three

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 3

	(Pretest)	(Posttest)
1.	8	16
2.	11	10
3.	12	16
4.	12	13
5.	12	15
6.	13	11
7.	13	10
8.	14	12
9.	14	16
10.	15	16
11.	15	17
12.	15	14
13.	15	16
14.	15	16
15.	15	18
16.	15	17
17.	15	18
18.	15	13
19.	15	17
20.	16	15
21.	16	15
22.	17	17
23.	17	20
24.	17	20
25.	18	18
26.	19	21
27.	19	21
28.	19	22
29.	20	19
30.	20	22
31.	8	15
32.	9	10
33.	10	11
34.	10	17
35.	11	18
36.	11	15
37.	12	14
38.	12	13
39.	13	16
40.	13	10
41.	13	13
42.	13	16
43.	13	10
44.	14	15
45.	14	16

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 3

	(Pretest)	(Posttest)
46.	14	15
47.	14	16
48.	14	16
49.	15	18
50.	15	19
51.	15	20
52.	15	14
53.	16	18
54.	16	17
55.	16	20
56.	17	17
57.	17	19
58.	17	20
59.	19	20
60.	10	13

APPENDIX B

(Raw Scores)

CALIFORNIA TEST OF PERSONALITY

Form AA

Grade Three

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 3

	(Pretest)	(Posttest)
1.	78	80
2.	70	59
3.	84	84
4.	76	85
5.	63	72
6.	54	44
7.	91	92
8.	51	51
9.	75	82
10.	70	83
11.	67	88
12.	77	84
13.	65	62
14.	63	74
15.	56	56
16.	70	76
17.	69	74
18.	59	75
19.	50	59
20.	75	76
21.	80	76
22.	66	69
23.	65	60
24.	79	78
25.	69	70
26.	71	65
27.	90	79
28.	76	75
29.	70	83
30.	76	83
31.	41	81
32.	58	55
33.	57	76
34.	54	71
35.	77	68
36.	63	69
37.	66	61
38.	75	49
39.	66	85
40.	62	75
41.	49	86
42.	53	53
43.	79	82
44.	38	40
45.	65	75

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 3

	(Pretest)	(Posttest)
46.	64	83
47.	86	67
48.	81	65
49.	73	76
50.	67	77
51.	69	60
52.	62	66
53.	78	88
54.	68	80
55.	71	86
56.	84	87
57.	49	47
58.	90	77
59.	56	81
60.	40	50

APPENDIX C

(Raw Scores)

OHIO VOCATIONAL SURVEY

Grade Six

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 6

	(Pretest)	(Posttest)
1.	7	13
2.	8	8
3.	8	6
4.	9	12
5.	9	14
6.	10	14
7.	10	11
8.	13	15
9.	13	17
10.	13	16
11.	14	18
12.	14	13
13.	14	20
14.	14	7
14.	14	15
15.	15	19
16.	16	16
17.	17	19
18.	17	21
19.	18	16
20.	19	20
21.	19	20
22.	19	21
23.	19	18
24.	20	21
25.	20	19
26.	21	22
27.	21	23
28.	21	18
29.	7	11
30.	7	20
31.	8	12
32.	11	10
33.	14	16
34.	14	20
35.	14	17
36.	15	16
37.	15	16
38.	15	17
39.	15	18
40.	15	18
41.	16	17
42.	17	17
43.	17	17
44.		
45.		

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 6

	(Pretest)	(Posttest)
46.	17	23
47.	17	18
48.	18	20
49.	18	18
50.	19	17
51.	20	19
52.	21	21
53.	21	24
54.	21	25
55.	22	22
56.	22	25
57.	22	20
58.	22	25
59.	23	25
60.	23	22

APPENDIX D

(Raw Scores)

CALIFORNIA TEST OF PERSONALITY

Form AA

Grade Six

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 6

	(Pretest)	(Posttest)
1.	77	69
2.	74	76
3.	72	78
4.	88	81
5.	75	76
6.	70	90
7.	81	65
8.	76	68
9.	104	123
10.	69	90
11.	115	126
12.	84	119
13.	108	95
14.	69	82
15.	56	68
16.	119	134
17.	78	80
18.	118	131
19.	113	123
20.	86	100
21.	110	116
22.	99	118
23.	127	130
24	125	122
25.	70	65
26.	106	138
27.	76	90
28.	119	130
29.	96	96
30.	108	127
31.	74	77
32.	87	91
33.	78	75
34.	80	97
35.	96	97
36.	73	80
37.	92	101
38.	85	82
39.	85	77
40.	119	126
41.	82	120
42.	74	78
43.	107	104
44.	88	83
45.	106	113

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 6

	(Pretest)	(Posttest)
46.	116	131
47.	112	121
48.	75	106
49.	110	84
50.	108	116
51.	92	108
52.	121	122
53.	114	110
54.	121	130
55.	131	140
56.	117	136
57.	127	132
58.	123	140
59.	107	98
60	94	110

THIRD PARTY EVALUATION OF THE CAREER ORIENTATION PROGRAM FOR PAINT VALLEY LOCAL SCHOOLS (GRADES 7-8)

Steven Arnold
Coordinator of Program

Ron Shoemaker
Local Superintendent

Larry F. Meredith, Ph.D.
Program Evaluator

June, 1978

ACKNOWLEDGEMENTS

The project staff and the program evaluator would like to thank the following people for their help:

The teachers, administrators, board of education, and project coordinator of Paint Valley Local School District. These individuals so willingly worked with the evaluator in the collection of project information.

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INTRODUCTION

The Vocational Education Amendments of 1968 made funds available to State Agencies to develop innovative programs related to vocational and technical education. A significant part of these funds have been focused on the development of models for Career Education.

The State of Ohio, through the Division of Vocational Education, applied funds, under the Vocational Education Act of 1968, to develop K-10 Career Education models in Ohio. This pilot effort has been expanded with the investment of state funds until it now includes about ten per cent of the student clientele.

The total concept of Career Education for grades K-10 in Ohio was designed to bring about change:

a. in the existing educational system
b. with existing teachers
c. through curriculum-centered guidance
d. through an experience-centered program

by providing funds:

1. for inservice training
2. for curriculum changes to meet standards requiring a time investment
3. for services and materials that teachers need

The (7-8) Career Orientation component is designed to provide a sequence of career related activities as an integral part of the existing classroom instruction. Since the Paint Valley Local School System has been involved in the Career Orientation Component for three years, they are beginning to integrate the program's objectives in their existing curriculum. This evaluation will help the system develop a relevant and meaningful career orientation component.

The Career Orientation component provides a broad overview in all of their course work of the variety of jobs available in the fifteen occupational clusters identified by the United States Office of Education. Specific activities in each subject area present skills and concepts and opportunities for self-awareness within the seven developmental areas identified in the Ohio Career Development Program:

1. Individual and Environment
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self

SPECIFIC OBJECTIVES OF PROGRAM

The basic goal of the Career Orientation component was to modify the instructional curriculum in the Paint Valley Local School District and make it relevant to the working world. The Career Orientation component was designed to make the curriculum meaningful to students and help them to establish personal goals and objectives. The specific objectives in this component are:

OBJECTIVE I

To provide our students with in-depth exposure to the 15 occupational clusters and the career possibilities within each area through a systematic approach involving field and laboratory experiences.

OBJECTIVE II

To develop student self-awareness of their potential skills, interests, and abilities and how these qualities relate to self and occupational possibilities.

OBJECTIVE III

To provide in-service training to enable teachers to integrate

the program into the curriculum experiences that are encompassed in Objective I and II.

Objective I and II was evaluated by utilization of a Product Evaluation, Objective III was evaluatedin the Narrative Evaluation because inservice education was considered a procedure as well as an objective in this component.

DESCRIPTION OF PROGRAM PARTICIPANTS

The participants in this program live in a rural type community. The district is geographically located about twenty miles from Chillicothe, Ohio. Chillicothe, Ohio, would be considered to be a small industrial type city. Bainbridge is also a part of the district.

A total of approximately 210 students are enrolled in grades (7-8) in the Paint Valley Local School District.

CHAPTER II

EVALUATION DESIGN

The evaluation consisted of two phases. One phase consisted of a Product Evaluation that attempted to determine if the students of Paint Valley Local School District had ascertained a statistically significant amount of career information in the cognitive and affective areas during the 1977-1978 school year.

The Narrative evaluation consisted of an evaluation of the district's inservice needs based upon a needs survey that was conducted in October of 1977. These findings were treated in the Narrative Evaluation Plan.

LIMITATIONS OF THE EVALUATION

The evaluation is limited and restrictive in the following ways:

1. The instruments utilized in the study could not validly and reliably measure all components of the career orientation program.
2. The affective area is suspect due to the concept that if a student has a good self-picture; he may not change and it is hoped that he doesn't.

PRODUCT EVALUATION FORMAT

Sample Selection for Eighth Grade. A random group of 60 eighth graders were selected from the total Paint Valley Local Schools population. They were given the Ohio Vocational Development Survey, Part I, in October, 1977, as a pretest, and in May, 1978, as a posttest. This instrument was used for the cognitive evaluation.

The California Test of Personality Form AA was used to evaluate the change in the affective areas. This instrument was given as a pretest in October , 1977 and in May, 1978 as a posttest.

INSTRUMENTS UTILIZED

The Ohio Career Development Inventory, Part I, Grade 8, was used to measure the cognitive learning experiences that could be measured for the group.

The California Test of Personality was used to measure the affective learning experiences that could be measured for each group in the evaluation. Copies of these instruments are available upon request.

Validity and Reliability of Instruments. The California Test of Personality, Form AA is an inventory that measures feelings, convictions, and modes of behavior. Its validity and reliability are based upon the student's willingness to communicate a true picture of himself. The Ohio Development Survey was adapted to fit the needs of the program evaluator and to the extent that it measures the specific objectives of the project its validity and reliability are established. The error of measurement that might be encountered was the same for each group.

STATISTICAL DESIGN

A T-test was utilized to measure significant differences in the pretest - posttest design. The .05 level of significance was established before the evaluation began. The computer program, SPSS, was used to treat the data at Ohio University Computer Center,

Athens, Ohio.[1]

The T-test is appropriately used to treat a pretest - posttest design. It has the ability to statistically show the amount of learning that has occurred in the form of a difference in mean scores. The greater the difference in groups, the larger the T-score would be.

A T-score of 1.685 would be necessary for the findings to be significant at the .05 level.[2]

CHAPTER III
FINDINGS

Figure I on page 7 gives a visual presentation of the findings.

The raw scores for the Ohio Vocational Survey, Part I, are included in Appendix A so the data can be replicated and utilized for additional research. The raw scores for the California Test of Personality, Form AA, are located in Appendix B so the data can be replicated and utilized for additional research.

CHAPTER IV
DISCUSSION OF FINDINGS

On the basis of the 6.23 "T-score" on the Ohio Vocational Survey, Part I, Grade 8, there was a significant difference in the amount of career orientation information obtained during the 1977-1978 school year, as measured by the instrument utilized. A pretest mean score of 15.783 was obtained in October, 1977, and a posttest score of 18.100 was ascertained in May, 1978.

---

[1] Program SPSS for OS/360 Version H. Release 7.0, March 1977.

[2] Glass, G.V. and Stanley, J.C.; Statistical Methods in Education and Psychology. 1970, Prentice Hall.

FIGURE I

SUMMARY OF FINDINGS

FOR

GRADE EIGHT

School	Instrument	df	Class Mean	Significance Level Required at .05 Level	T-test	Signi-ficant	Non-Signi-ficant
Paint Valley (pretest)	Ohio Vocational Interest Survey Part I	59	15.783				
				1.685	6.23	X	
Paint Valley (posttest)	Ohio Vocational Interest Survey Part I		18.100				
Paint Valley (pretest)	California Test of Personality Form AA	59	135.000		3.74	X	
				1.685			
Paint Valley (posttest)	California Test of Personality Form AA		142.933				

*Score: Glass, G.V. and Stanley, J. C., Statistical Methods in Education and Psychology. 1970 Prentice Hall.

On the basis of the 3.74 "T-score" on the California Test of Personality, Form AA, there was a significant difference in the self-picture of the participants. A pretest mean score of 135.000 was obtained in October, 1977, and a posttest score of 142.933 was ascertained in May, 1978.

CHAPTER V
CONCLUSIONS

The program has been very successful in meeting the project goals and objectives and this should be communicated to all of the constituents of the district. The district staff was very complimentary in regards to the program. The students have enjoyed the program tremendously during the 1977-78 school year. The affective evaluation component communicated a definite change of student attitudes and values. The students, also, demonstrated a significant increase in content information pertaining to career orientation.

CHAPTER VI
RECOMMENDATIONS

1). That the evaluation results be distributed to local district's staff, the constituents of the district, and the State Department of Education.

2). That dialogue be established with the Pickaway-Ross Vocational School and explore the possibilities of expanding the Career Education program into all of the Ross County schools.

APPENDICES

APPENDIX A

RAW SCORES

OHIO VOCATIONAL SURVEY

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 8

	(Pretest)	(Posttest)
1.	14	15
2.	15	19
3.	16	17
4.	14	15
5.	16	21
6.	9	15
7.	7	9
8.	7	15
9.	10	10
10.	10	21
11.	7	11
12.	10	13
13.	10	14
14.	15	18
15.	12	17
16.	20	21
17.	17	15
18.	13	16
19.	14	18
20.	17	17
21.	18	19
22.	14	16
23.	16	16
24.	21	20
25.	16	19
26.	10	13
27.	18	20
28.	18	21
29.	21	20
30.	17	16
31.	15	17
32.	17	21
33.	16	22
34.	21	21
35.	25	23
36.	13	18
37.	16	19
38.	16	18
39.	19	17
40.	17	15
41.	20	18
42.	20	15
43.	14	21
44.	20	23
45.	9	15

OHIO CAREER DEVLOPMENT

Paint Valley - Grade 8

	(Pretest)	(Posttest)
46.	17	21
47.	17	17
48.	21	21
49.	19	23
50.	12	17
51.	19	24
52.	18	19
53.	16	21
54.	14	13
55.	20	22
56.	16	21
57.	22	24
58.	20	21
59.	20	21
60.	16	21

APPENDIX B

(Raw Scores)

CALIFORNIA TEST OF PERSONALITY

Form AA

Grade 8

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 8

	(Pretest)	(Posttest)
1.	73	137
2.	77	102
3.	80	70
4.	83	86
5.	83	110
6.	84	147
7.	88	75
8.	90	80
9.	96	100
10.	96	106
11.	97	120
12.	97	81
13.	98	91
14.	98	106
15.	99	134
16.	110	132
17.	113	128
18.	115	102
19.	121	101
20.	123	153
21.	128	131
22.	129	132
23.	129	125
24.	135	141
25.	135	169
26.	138	154
27.	140	170
28.	140	174
29.	143	151
30.	146	162
31.	147	141
32.	147	170
33.	151	153
34.	151	155
35.	152	153
36.	156	157
37.	156	156
38.	156	161
39.	158	145
40.	158	159
41.	159	149
42.	159	164
43.	160	165
44.	160	164
45.	160	166

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 8

	(Pretest)	(Posttest)
46.	161	172
47.	161	170
48.	162	171
49.	162	172
50.	162	169
51.	163	168
52.	163	168
53.	164	163
54.	165	172
55.	165	165
56.	166	168
57.	170	175
58.	172	173
59.	175	165
60.	175	177

THIRD PARTY EVALUATION
OF THE
CAREER EXPLORATION PROGRAM
FOR
PAINT VALLEY LOCAL SCHOOLS

(9-10)

Steven Arnold
Coordinator of Program

Ron Shoemaker
Local Superintendent

Larry F. Meredith, Ph.D.
Program Evaluator

June, 1978

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INTRODUCTION

The Vocational Education Amendments of 1968 made funds available to State Agencies to develop innovative programs related to vocational and technical education. A significant part of these funds have been focused on the development of models for Career Education.

The State of Ohio, through the Division of Vocational Education, applied funds, under the Vocational Education Act of 1968, to develop K-10 Career Education models in Ohio. This pilot effort has been expanded with the investment of state funds until it now includes about ten per cent of the student clientele.

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b. with existing teachers
c. through curriculum-centered guidance
d. through an experience-centered program

by providing funds:

1. for inservice training
2. for curriculum changes to meet standards requiring a time investment
3. for services and materials that teachers need

The Career Exploration is the ninth and tenth grade component of the career development program. Since Paint Valley Local School System has been involved in the Career Exploration component for three years, they are beginning to integrate the program's objectives with their existing curriculum.

The teachers are assisting the students in the development of well rounded exploration experiences, through field trips, resource people, and available local resources. The student experiences fall into three broad categories: (1) general (2) specific (3) adaptive. The career exploration program has become the necessary adaptive link in the Paint Valley Local educational program. With the utilization of the resource personnel and the counselors within the system, the Paint Valley Local system is able to provide students with additional insight on possible career selection.

SPECIFIC OBJECTIVES OF PROGRAM

The basic goals of the Career Exploration component are to modify the instructional curriculum in the Paint Valley Local School District and make it relevant to the working world. The Career Exploration component was designed to make the curriculum meaningful to students and help them establish personal goals and objectives. The specific objectives in this component are:

OBJECTIVE I

To provide each student with in-depth exposure to the world of work and the expansion of student knowledge within each area through a systematic approach involving field and laboratory experiences.

OBJECTIVE II

To develop student self-awareness of their potential skills, interests, and abilities and how these qualities relate to self and occupational possibilities and responsibilities.

OBJECTIVE III

To provide in-service training to enable teachers to integrate the program into the curriculum experiences that are encompassed in Objectives I and II.

Objectives I and II were evaluated by utilization of a Product Evaluation, Objective III was evaluated by a Process Evaluation because inservice education was considered a procedure, as well as an objective, in the beginning of this new component.

DESCRIPTION OF PROGRAM PARTICIPANTS

The participants in this program live in a rural type community. The district is geographically located about twenty miles from Chillicothe, Ohio. Chillicothe, Ohio, would be considered to be a small industrial type city. The village of Bainbridge is a part of the system. A total of approximately 200 students are enrolled in grades (9-10) in the Paint Valley Local School District.

CHAPTER II
EVALUATION DESIGN

The evaluation consisted of two phases. One phase consisted of a Product Evaluation that attempted to determine if the students of Paint Valley School District have ascertained a statistically significant amount of career information in the cognitive and affective areas during the 1977-1978 school year.

LIMITATIONS OF THE EVALUATION

The evaluation is limited and restrictive in the following ways:

1. The instruments utilized in the study could not validly and reliably measure all components of the career exploration program.
2. The affective area is suspect due to the concept that if a student has a good self-picture; he may not change and it is hoped that he doesn't.

EVALUATION FORMAT

Sample Selection for Grade Ten. A random group of sixty tenth grade students were selected from the total Paint Valley Local Schools population. They were given the Ohio Vocational Development Survey, Part I, in October, 1977, as a pretest, and in May, 1978, as a posttest. This instrument was used for the cognitive evaluation. The California Test of Personality, Form AA, was used to evaluate the change in the affective areas. This instrument was given as a pretest in October, 1977, and in May, 1978, as a posttest.

INSTRUMENTS UTILIZED

The Ohio Career Development Inventory, Part I, Grade 10, was used to measure the cognitive learning experiences that could be measured for each group.

The California Test of Personality, Form AA, was used to measure the affective learning experiences that could be measured for each group in the evaluation. Copies of these instruments are available upon request.

Validity and Reliability of Instruments. The California Test of Personality, Form AA, is an inventory that measures feelings, convictions, and modes of behavior. Its validity and reliability are based upon the student's willingness to communicate a true picture of himself. The Ohio Development Survey was adapted to fit the needs of the program evaluator and to the extent that it measures the specific objectives of the project its validity and reliability are established. The error of measurement that might be encountered was the same for each group.

STATISTICAL DESIGN

A T-test was utilized to measure significant differences in the pretest - posttest design. The .05 level of significance was established before the evaluation began. The computer program, SPSS, was used to treat the data at Ohio University Computer Center, Athens, Ohio.[1]

The T-test is appropriately used to treat a pretest--posttest design. It has the ability to statistically show the amount of learning that has occurred in the form of difference in mean scores. The greater the difference in groups, the larger the T-score would be.

A T-score of 1.685 would be necessary for the findings to be significant at the .05 level.[2]

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[1]Program SPSS for OS/360, Version H, Release 7.0, March 1977

[2]Glass, G.V. and Stanley, J.C. Statistical Methods in Education and Psychology. 1970, Prentice Hall.

CHAPTER III
FINDINGS

Figure I on page 7 gives a visual presentation of the findings.

The raw scores for the Ohio Vocational Survey, Part I, are included in Appendix A so the data can be replicated and utilized for additional research. The raw scores for the California Test of Personality, Form AA, are located in Appendix B so the data can be replicated and utilized for additional research.

FIGURE I

SUMMARY OF FINDINGS

FOR

GRADE TEN

School	Instrument	df	Class Mean	Significance Level Required at .05 Level	T-test	Signi-ficant	Non-Signi-ficant
Paint Valley (pretest)	Ohio Vocational Interest Survey Part I	59	14.983	1.685	3.18	X	
Paint Valley (posttest)	Ohio Vocational Interest Survey Part I		15.916				
Paint Valley (pretest)	California Test of Personality Form AA	59	136.433	1.685	5.81	X	
Paint Valley (posttest)	California Test of Personality Form AA		146.316				

*Score: Glass, G.V. and Stanley, J. C., Statistical Methods in Education and Psychology. 1970 Prentice Hall.

CHAPTER IV
DISCUSSION OF FINDINGS

On the basis of the 5.81 "T-score" on the California Test of Personality, Form AA, there is a significant difference in the self-picture of the participants.

The mean score for the Paint Valley students of the pretest was 136.433 and the mean score of the posttest was 146.316

On the basis of the 3.18 "T-score" on the Ohio Vocational Survey, Part I, Grade 10, there was a significant difference in the amount of Career Exploration information, obtained during the 1977-1978 school year, as measured by the instrument. A pretest mean score of 14.983 was obtained in October, 1977, and a posttest score of 15.916 was ascertained in May, 1978. There was a significant gain in the group mean score.

CHAPTER V
CONCLUSIONS

The program has been very successful in meeting the project goals and objectives and this should be communicated to all of the constituents of the district. The students seemed to be enjoying the program tremendously. There was a significant increase in the amount of career information that the students had received on the basis of the evaluation conducted, the students are beginning to demonstrate a knowledge of career information in the Paint Balley Local School District.

CHAPTER VI
RECOMMENDATIONS

1). That the evaluation results be distributed to local district's staff, the constituents of the district, and the State Department of Education.

2). That dialogue be established with the Pickaway-Ross Vocational School and explore the possibilities of expanding the Career Education program into all of the Ross County schools.

APPENDICES

APPENDIX A

(Raw Scores)

OHIO VOCATIONAL SURVEY

Grade Ten

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 10

	(Pretest)	(Posttest)
1.	20	18
2.	11	16
3.	16	17
4.	17	19
5.	13	18
6.	14	15
7.	17	19
8.	12	14
9.	16	16
10.	13	16
11.	18	19
12.	18	19
13.	17	15
14.	16	13
15.	14	15
16.	19	19
17.	12	16
18.	14	10
19.	15	15
20.	17	16
21.	17	18
22.	19	19
23.	15	19
24.	8	13
25.	10	15
26.	19	18
27.	14	16
28.	15	16
29.	15	13
30.	17	14
31.	19	20
33.	18	16
34.	14	17
35.	18	18
36.	18	15
37.	14	15
38.	13	16
39.	6	8
40.	17	19
41.	13	15
42.	16	18
43.	15	15
44.	9	12
45.	17	17

OHIO CAREER DEVELOPMENT

Paint Valley - Grade 10

	(Pretest)	(Posttest)
46.	15	16
47.	19	14
48.	16	15
49.	12	17
50.	16	17
51.	8	10
52.	17	19
53.	14	14
54.	14	16
55.	18	18
56.	14	17
57.	14	16
58.	15	14
59.	17	17
60.	8	11

APPENDIX B

(Raw Scores)

CALIFORNIA TEST OF PERSONALITY

Grade Ten

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 10

	(Pretest)	(Posttest)
1.	177	178
2.	140	146
3.	143	137
4.	88	105
5.	86	94
6.	131	146
7.	131	146
8.	114	103
9.	159	173
10.	152	172
11.	134	164
12.	140	164
13.	169	171
14.	166	168
15.	149	161
16.	163	172
17.	142	165
18.	159	154
19.	151	156
20.	168	177
21.	150	163
22.	169	175
23.	99	103
24.	146	142
25.	113	136
26.	140	154
27.	126	154
28.	138	148
29.	151	158
30.	118	155
31.	123	143
32.	123	156
33.	131	132
34.	168	170
35.	100	120
36.	155	152
37.	105	126
38.	110	92
39.	98	156
40.	154	156
41.	151	176
42.	138	136
43.	154	147
44.	115	130
45.	130	143

CALIFORNIA TEST OF PERSONALITY

Paint Valley - Grade 10

	(Pretest)	(Posttest)
46.	135	152
47.	138	145
48.	158	168
49.	137	128
50.	108	151
51.	106	117
52.	122	155
53.	108	139
54.	151	162
55.	138	130
56.	167	174
57.	159	154
58.	130	152
59.	160	158
60.	133	128